DOCUMENT RESUME

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ABSTRACT

GRADES OR AGES: Grade four. SUBJECT MATTER: Health education. ORGANIZATION AND PHYSICAL APPEARANCE: This illustrated guide is divided into five "strands" or topics and a bibliography. The five strands are as follows: Physical Health; Sociological Health Problems; Mental Health; Environmental and Community Health; and Education for Survival. For each strand, important concepts, related discussion topics, suggested activities, and resources are listed. The guide is bound in a spiral cover. OBJECTIVES AND ACTIVITIES: Activities are listed for each strand. In this guide, there is emphasis on exercise and posture development, nutrition, hygiene, and criteria for consumer buying. INSTRUCTIONAL MATERIALS: Materials are listed under the heading of "Resources" for each strand and in the bibliography. STUDENT ASSESSMENT: No provision made. OPTIONS: None given. (JA)

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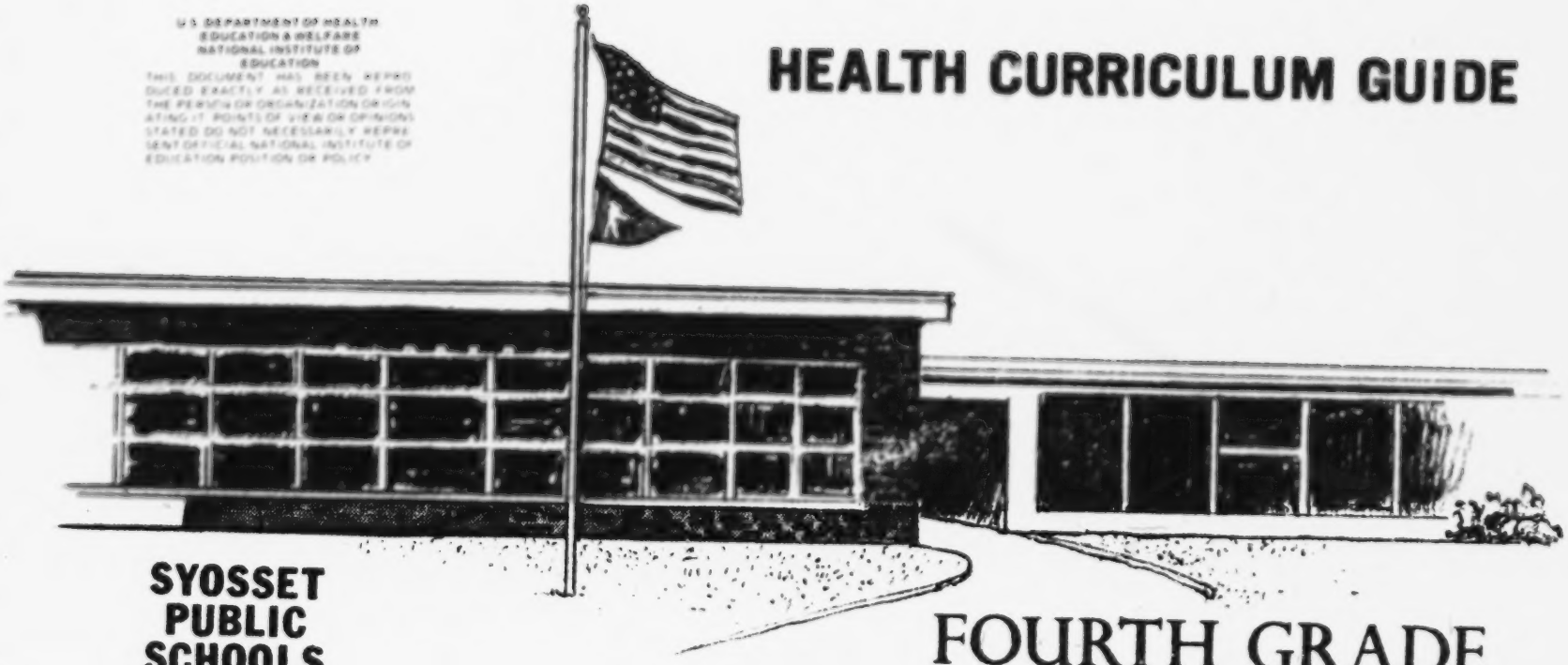
HEALTH CURRICULUM GUIDE



SYOSSET PUBLIC SCHOOLS

FOURTH GRADE

OPTIMAL HEALTH THROUGH LEARNING

Strand I	Strand II	Strand III	Strand IV	Strand V
PHYSICAL HEALTH	SOCIOLOGICAL HEALTH PROBLEMS	MENTAL HEALTH	ENVIRONMENTAL AND COMMUNITY HEALTH	EDUCATION FOR SURVIVAL
Health Status Nutrition Sensory Perception Dental Health Disease Prevention and Control	Smoking Drugs and Alcohol	Personality Development Sexuality Family Life Education	Environmental and Public Health World Health Consumer Health	Safety First-Aid and Survival Education

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PHILOSOPHY

Health is not merely the absence of disease but a state of physical, social and emotional well-being. Our goal is to guide the student toward achievement of optimum health by developing positive feelings about himself and others and to enhance his ability to cope with life situations.

METS

HEALTH STATUS

CONCEPT: TO UNDERSTAND THAT PERSONAL HEALTH IS DIRECTLY RELATED TO TOTAL FITNESS.

Discussion Highlights

Why is it important to establish a systematic procedure for personal care and needs?

Good posture is related to an attractive appearance and efficiency in movement during games, sports and everyday sitting and walking.

Activities

Have children keep a time study sheet showing the time spent on various activities, i.e., washing, dressing, eating, playing, studying...

Have the children try the "Plumb Line Test" for good posture. Drop a string plumb line from ceiling of classroom. The line should run approximately through the tip of the ear, the center of the shoulder, the hip joint, the knees and the outside ankle bone. (A window pole held vertically may be substituted for the plumb line.)

Exercises for Good Posture Development

Instruct the pupils as follows:

Camel Hump: Get down on your hands and knees. Keep your head up. Pretend you are a camel. Hump your back. Make it as round as you can. Then let all your muscles sag. Your back will look like the back of a tired old horse. Raise your back again and then let your body sag again. Do this again and again

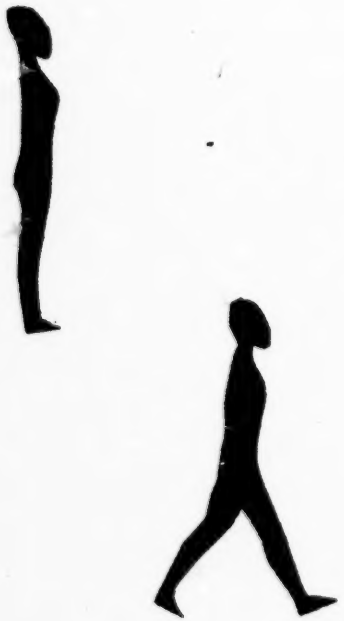
Resources

De Santis, Mallen
Bubble baths and hair bows. A little girl's guide to grooming.

Wise, William
Fresh as a daisy, neat as a pin: the clean book.

Filmstrips

FS 604	Clothes and why we wear them.
FS 1005	Keeping healthy.
FS 1002	Getting acquainted with our bodies.



until you are tired. This exercise will help to make your back strong.

Rocking Horse: Here is another exercise that is good for the back. Lie face down on the floor. Bend your knees so that your legs come up behind you. Reach back with both hands and hold your ankles. Now pretend you are a rocking horse. Rock forward on your chest, then back on your legs. Keep rocking back and forth as long as you can.

Monkey: This is a good exercise for the muscles of the toes and feet. Put a pencil on the floor. Have it a little way in front of you. Reach forward with one foot and pick up the pencil toward you. Do not raise your foot from the floor as you do this. Pick up the pencil first with one foot, and then the other.

What are some important rules for the care of the feet? Emphasize: proper fitting of shoes, wearing socks, trying to keep feet clean and dry.

Invite a shoe salesman to the class to discuss the proper fitting of shoes.

Measure the feet with a foot measurer. (Available from I.M.C.)

Invite a podiatrist or chiropodist to address the class.

NUTRITION

CONCEPT: TO UNDERSTAND THAT FAMILIES DIFFER IN THE KINDS OF FOOD THEY EAT AND THE MANNER IN WHICH IT IS PREPARED.

Discussion Highlights	Activities	Resources
Many factors determine what foods people eat. 1. availability 2. habit 3. customs and beliefs 4. time available for preparation and eating.	Collect pictures that illustrate in some way the eating habits of people in different lands. Include pictures that show malnutrition, obesity, diseases, etc.	Filmstrip F 394 The story of food. Picture - Available in all school libraries. What we do day by day. Study Print 10.
	Plan a luncheon: Include food from different regions - hot, cold, desert, etc....	
	Bring in foods and recipes representing various ethnic and religious holidays.	Shapiro, Rebecca Wide world cookbook.
	Plan a menu that could be prepared in a short time and include the four basic foods.	Van der Linde, Polly. Around the world in 80 dishes.

NUTRITION

SENSORY PERCEPTION

CONCEPT: TO UNDERSTAND THAT THERE IS INTERACTION AMONG THE SENSES.

Discussion Highlights	Activities	Resources
The more sensations we receive the clearer the understanding.	Blindfold a student, have him hold his nose and then try to differentiate between a potato and an apple.	Zim, Herbert Our senses and how they work.
	Blindfold a student and have him smell a strong substance such as an onion. Remove the onion and replace it with mothballs. Ask the student to indicate (1) when he no longer smells the onion, (2) when he begins to smell something else, and (3) what he thinks the new substance is.	Adler, Irving Taste, touch and smell. Filmstrips FS 1291 Your tongue is for tasting. With record/cassette. FS 1292 Your nose is for smelling. With record/cassette.
The development and proper care of our senses will enhance our learning and make available a wider range of choices.	Put the names of several occupations in a box. Have the children pick out one of these and relate the importance of the different senses to the occupation - i.e., pilot, telephone wirer, signalman, coffee taster.	FS 1290 Your skin is for feeling. With record/cassette. FS 1293 Your senses work together. With record/cassette. FS 700 The world of our senses.

Why is proper lighting important?

Stress the importance of the immediate care of eye injuries.

Demonstrate simple first aid for eye injuries. (Correlate with unit on first aid.)

FS 1373 Everybody's skin makes everybody kin. Part I Appearance. With cassette.

Picture
P 223 Good reading light.

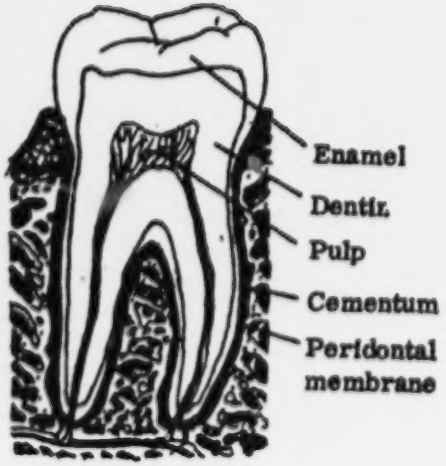
DENTAL HEALTH

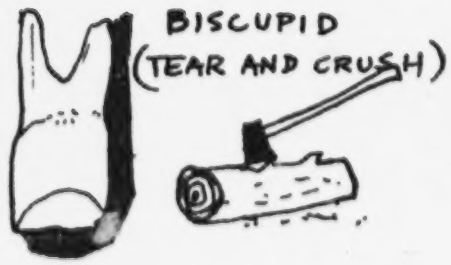
CONCEPT: TO UNDERSTAND THE STRUCTURE AND FUNCTION OF THE TEETH AND THE RELATIONSHIP OF PROPER NUTRITION TO DENTAL HEALTH.

Discussion Highlights	Activities	Resources
A tooth has many components: enamel dentin pulp cementum peridontal membrane	Study X-rays so that students can see the tooth structure. Prepare a Dental Health Exhibit with models, drawings, pictures, etc....	Hammond , Winifred G. The riddle of teeth.
There are four kinds of teeth. Each type erupts at a different time and has a specific role. incisor - cuts food cuspid - tears bicuspid - tears and crushes molar - grinds		
The food we eat must contain materials needed to build teeth and keep them strong.	Experiment - To show the effects of acid on teeth, place extracted tooth in a one percent solution of hydrochloric acid for one week. When the tooth is removed the enamel will be soft.	

DENTAL HEALTH

After eating, scrape a tooth with an applicator and smear on a slide. Study debris under microscope.





DISEASE PREVENTION AND CONTROL

CONCEPT: TO UNDERSTAND THAT MICROBES AND GERMS CAN PENETRATE OUR BODIES AND MAKE US ILL.

Discussion Highlights

There are germs all around us. Some germs are beneficial and some are harmful. Beneficial germs give cheese its flavor, make bread rise, and turn apple juice to cider. Harmful germs cause disease and illness.	Touch different articles in the classroom with swabs and touch these to petri dishes containing agar. Incubate the dishes so that germs will grow. Involve the High School lab in procuring dishes and evaluating the results.	Selsam, Millicent Microbes at work.
	Darken the classroom and flash the light from a movie projector on the wall so the particles of dust can be seen in the air. This will show how germs may be spread by dust.	
The most common kinds of infectious organisms are bacteria - fungi, protozoa, spirochete, and virus.	Have the children investigate and list one disease caused by each organism. Ex. - Protozoa-Malaria; Virus-Poliomyelitis; Fungi-Athlete's Foot; Spirochete-Leprosy; Bacteria-Strep Throat, etc.	Kavaler, Lucy The wonders of fungi.

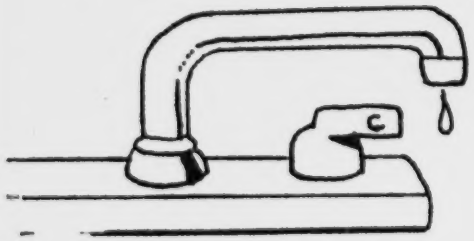
What are the methods of destroying bacteria:

1. Soap and water
2. Light and air
3. Pasteurization
4. Sterilization

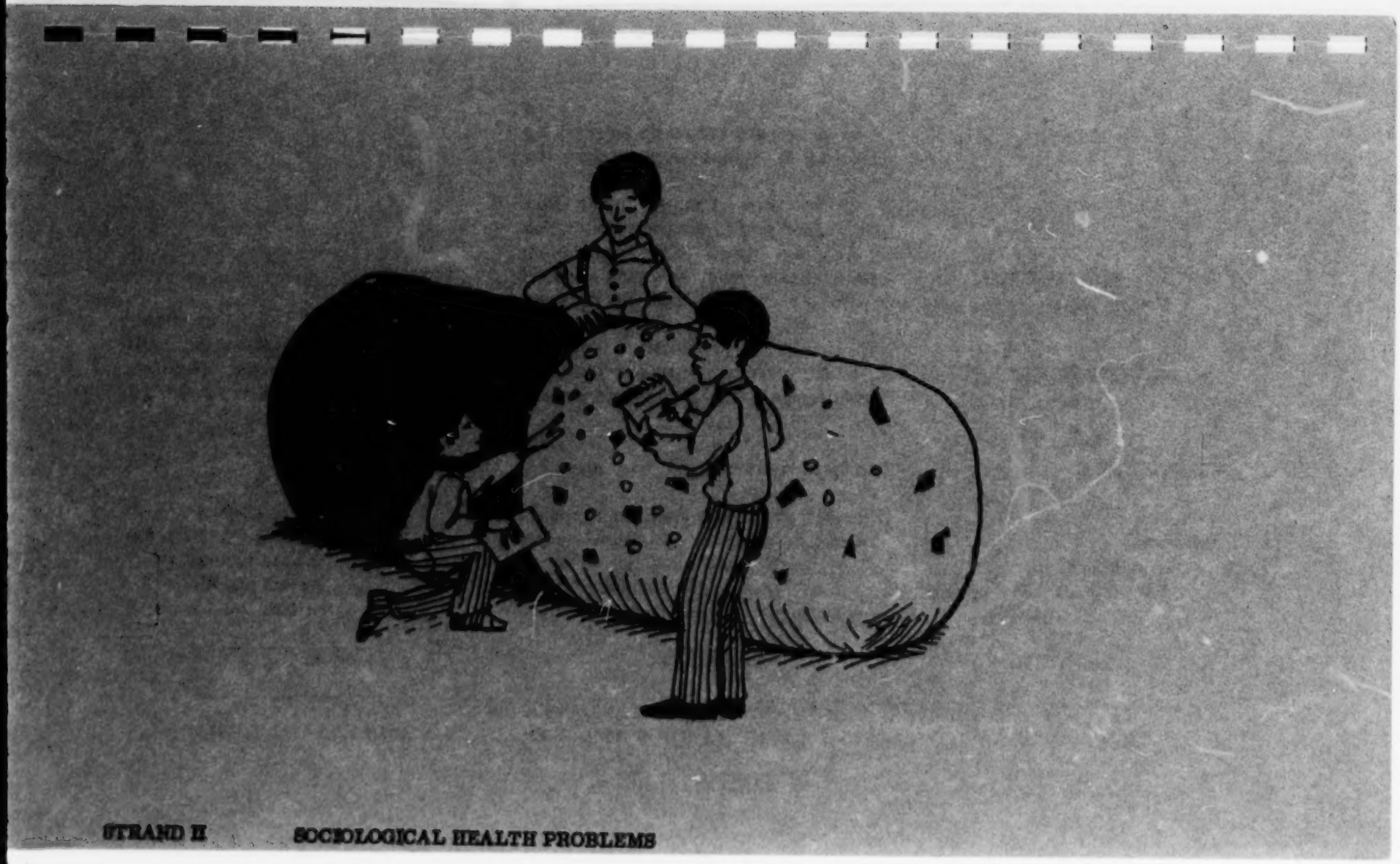
To discover that hands are germ carriers, have the pupils with dirty hands touch a piece of bread and place it in a labeled jar. Have children with freshly scrubbed and dried hands touch another piece of bread and place it in another jar. After a week or more, the piece of bread that was touched with the dirty hands will have much more mold than the one touched with clean hands.

What are the differences between infectious and non-infectious diseases?

Take a class survey of illnesses for a two week period. Were the absences due to infectious or non-infectious diseases? Investigate the children with the illnesses correlating with the class seating arrangement, close friendships, bus seating, etc.



CORRELATE WITH UNITS ON FAMILY LIFE (Strand 3) AND SCIENCE.



DRUG EDUCATION

CONCEPT: TO UNDERSTAND THAT THERE IS A DIFFERENCE BETWEEN DRUG USE AND DRUG ABUSE. RELATE HOW SOME FEELINGS CAN RESULT IN MISUSE OF DRUGS.

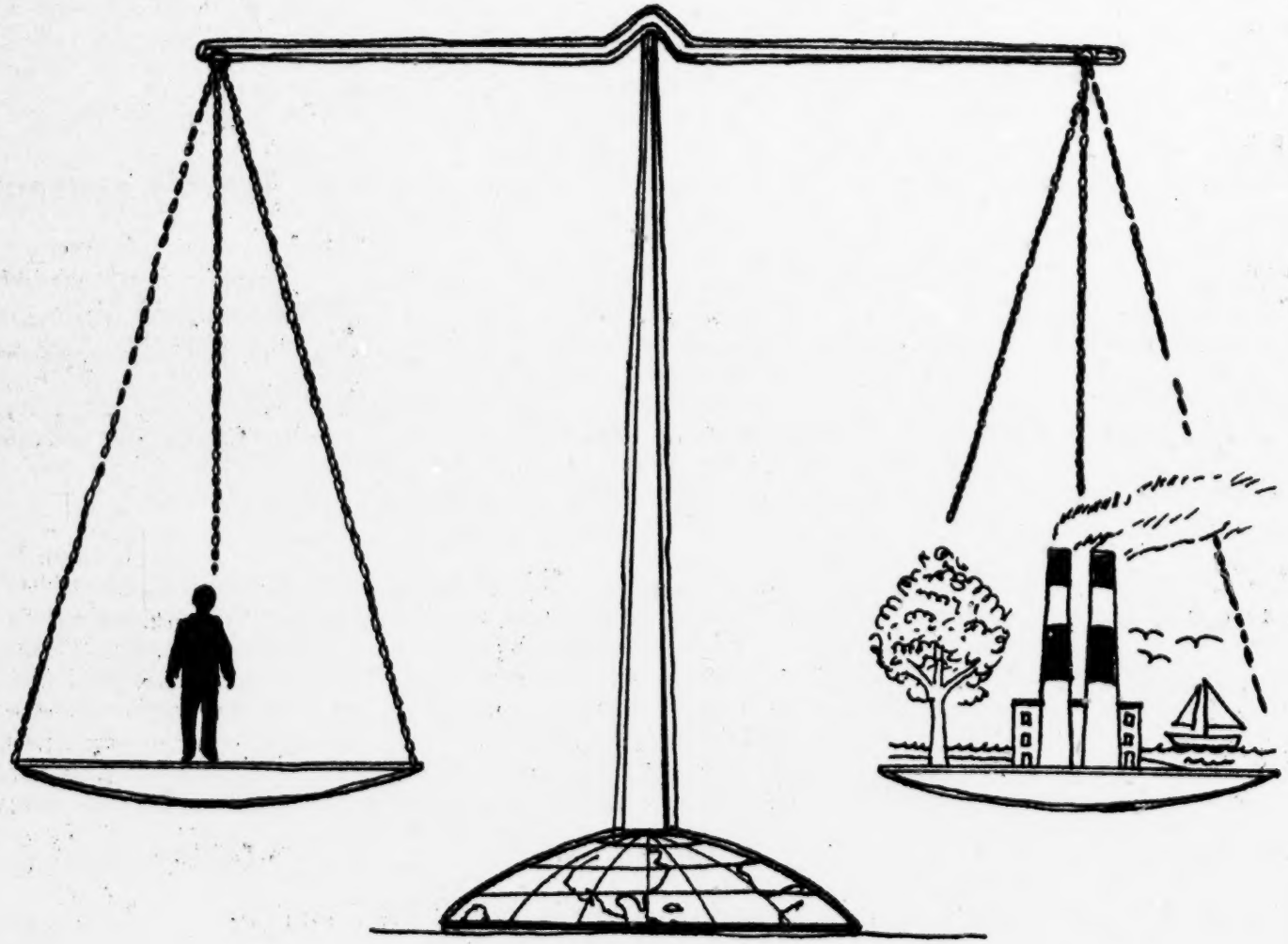
Discussion Highlights	Activities	Resources
Discuss your reaction to drugs, i.e., Why did you take it? Did a doctor order it? How did it make you feel? Do you know the name of the drug?	Dramatize drug commercials emphasizing extravagant claims. Tape commercials from radio and T.V. Compare and discuss these in respect to their emotional appeal and honesty.	Filmstrip FS 1137 Drugs: helpful and harmful! With record/cassette.
	Invite the local pharmacist to visit the class.	Film F 436 Drugs - a primary film.
Why would anyone take a drug for other than medical reasons? (i.e., to change moods, feelings, emotions)	Collect pictures of people whose faces are contorted with emotion. Try to guess the emotion.	Marr, John S. The good drug and the bad drug.
	Have the students prepare a list of opposite emotions, i.e., feeling good - feeling bad, happy - sad. Complete statements such as "I feel good when....", "When I am sad I...."	Hyde, Margaret O. Know about drugs.
	Ask each child to describe to the class the thing he does best and how he does it.	

Although cigarettes contain the warning, "Dangerous to your health" people continue to smoke. Why?

Investigate the chemicals contained in cigarettes that are dangerous to your health.

CORRELATE WITH UNITS ON MENTAL HEALTH (Strand III) AND CONSUMER HEALTH (Strand IV).

SEE FAMILY LIFE CURRICULUM GUIDE



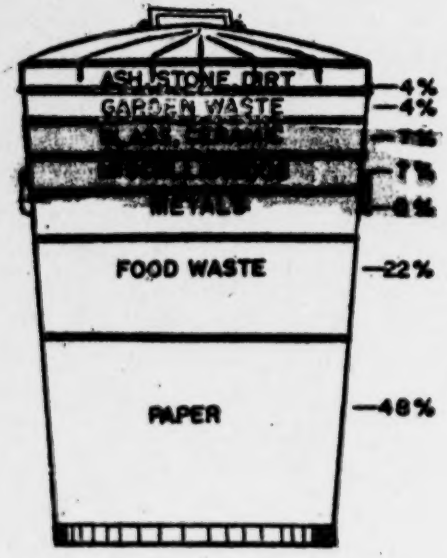
ENVIRONMENTAL AND PUBLIC HEALTH

CONCEPT: TO UNDERSTAND THAT MAN ENGAGES IN MANY ACTIVITIES THAT THREATEN HIS ENVIRONMENT.

Discussion Highlights

What are the ways that man pollutes the air and water?
Include:

- exhaust fumes
- incinerators
- chemical sprays
- detergents
- raw sewage
- industrial waste



COMPOSITION OF RESIDENTIAL REFUSE IN NASSAU COUNTY

Activities

Have the children determine the number of sacks of trash disposed of by their family in a given day. Take this amount and total it for the entire class. How much waste does this represent for disposal? List the many ways this might be disposed of and what effect the various methods have on our air and water.

Have children obtain or draw a map of the community and illustrate the greatest sources of pollution.

Children can take slides or pictures of their polluted environs.

Resources

Bloome, Enid
The air we breathe.

Bloome, Enid
The water we drink.

Shuttlesworth, Dorothy E.
Clean air - sparkling water.

Chester, Michael
Let's go to stop water pollution.

Chester, Michael
Let's go to stop air pollution.

Filmstrip
FS 1371 Our world today.
With record/cassette.

Pictures
P 236-245 Discovering our environment. Set I What is our environment? With game.
P 246-255 Discovering our environment. Set II Living things use the environment.

CONSUMER HEALTH

CONCEPT: TO UNDERSTAND THE CRITERIA THAT ENABLES ONE TO BECOME A WISE CONSUMER OF HEALTH PRODUCTS AND SERVICES.

Discussion Highlights	Activities	Resources
What is a health consumer? (a buyer of services or products that satisfy health needs.)	Have students bring in pictures which illustrate health products, i.e., toothpaste, aspirin, tissues.... and health services, i.e., medical doctors, ambulance drivers, nurses, Red Cross Volunteers....	
What factors should a health consumer consider when making a purchase? 1) know what is needed (avoid impulse buying) 2) compare the content and cost of like products 3) know what is available in the way of health services in the community	Have the students do a comparison study of various health products. Take like product, (i.e., mouthwash, toothpaste or soap) and compare as to: content (ingredient) cost (consider quantity contained) packaging (eye appeal, convenience - ease of storage and disposition)	Cosgrove, Margaret Your hospital, a modern miracle. Coy, Harold The first book of hospitals.

CORRELATE WITH UNITS ON DENTAL HEALTH (Strand I) AND DRUGS (Strand II)

WORLD HEALTH

CONCEPT: TO UNDERSTAND THAT THE HEALTH STATUS OF AN AREA IS RELATED TO THE GEOGRAPHIC LOCATION AND THE LEVEL OF DEVELOPMENT OF THE AREA.

Discussion Highlights

What are the factors which influence health and cause or prevent the spread of disease? Include:

- sources of water
- sanitation
- waste disposal
- agricultural conditions
- availability of products
- available money to buy products
- climate
- population
- housing facilities

Some diseases are indiginous to certain areas because of environmental factors, i.e.,

- malaria - hot moist area
- intestinal disorders - poor sanitation in area
- emphysema - more prevelant in urban areas

Activities

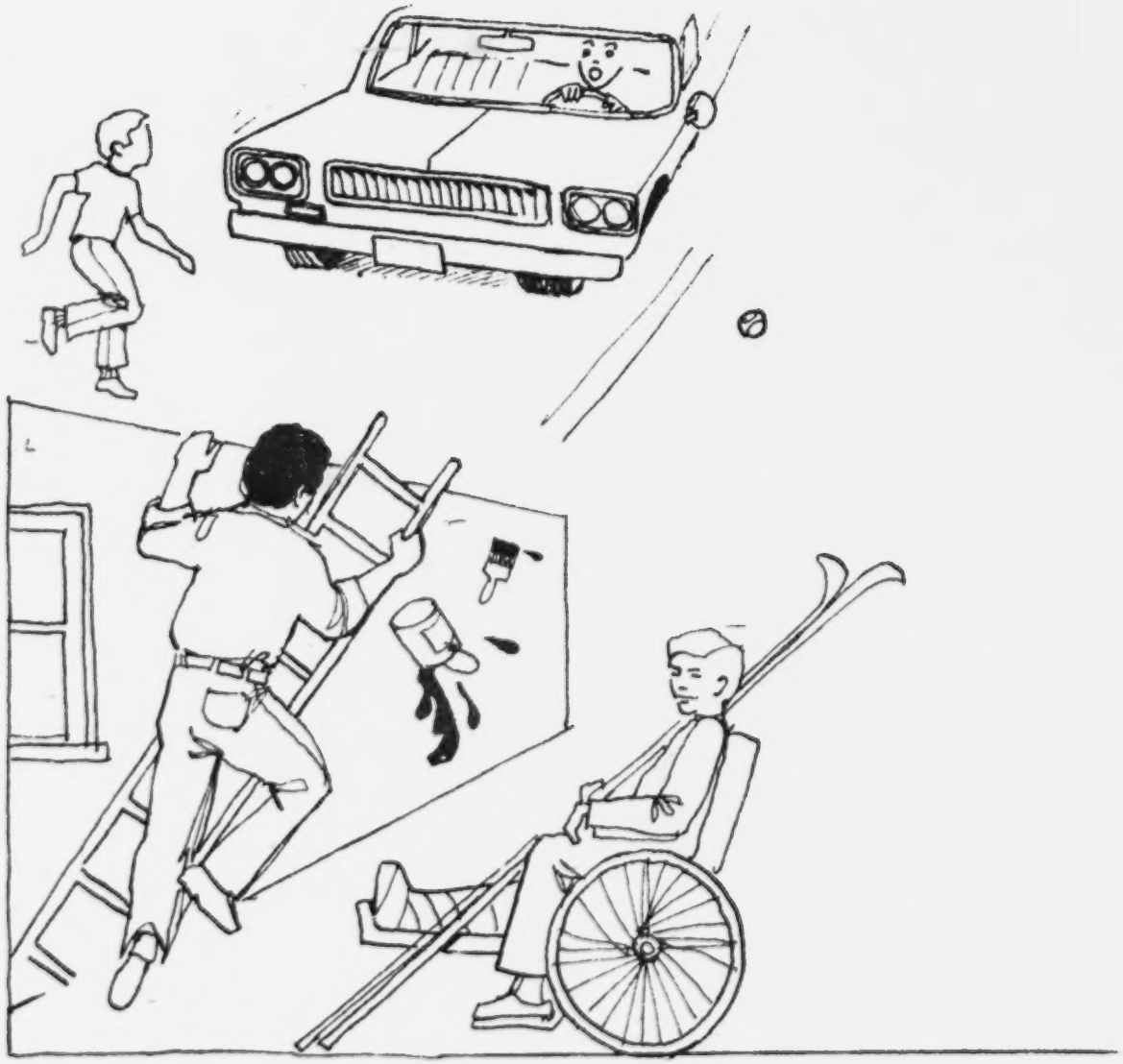
Use a world map and pinpoint some of the diseases which are prevelant in specific areas. Ascertain why these conditions are prevelant in relation to conditions in the area.

Resources

Breetveld, Jim
Getting to know United Nations crusaders: how UNICEF saves children.

Smith, Ralph L.
Getting to know the World Health Organization.

Filmstrip
FS 1332 Faces and places around the world.



SAFETY

CONCEPT: TO UNDERSTAND THAT STUDENTS CAN PREVENT ACCIDENTS THROUGH KNOWLEDGE, ATTITUDE AND SKILLS.

Discussion Highlights	Activities	Resources
FIRE: To impress the student with the fact that fire drills are important at home as well as at school.	Role play various situations in which a fire breaks out or is discovered.	Film Tin Pan Fire Drill (Available from the Fire Marshall's office - see nurse-teacher)
Panic causes loss of life - planning saves lives.		Wilson, Dorothy Fire Prevention.
A child can play a role in preplanning what to do in the event of fire.		Filmstrip FS 1324 Fire alarm. With cassette.
WATER: To demonstrate the advisability of taking precautions when we expose ourselves to the sun.		
What is the physiology of the skin?	Ask the nurse-teacher to visit the class and discuss the physiology of the skin.	Filmstrip FS 499 Your skin.
Skin and eyes should be protected from direct rays of the sun. This includes hazy as well as sunny days.		Weart, Edith. The story of your skin.
It is advisable to sun yourself in small doses.		
Our skin contains a coloring substance called melanin and the degree to which a person		

will tan depends upon the amount of exposure and his ability to manufacture melanin.

ENVIRONMENTAL: Play or recreation is important in maintaining physical and mental health.

There are many outdoor sports that people can enjoy. They should be aware of the safety factors involved.
Discuss:
- ice skating
- toboggoning
- skiing
- baseball
- touch football
- basketball
- swimming
- kite flying
- bicycling

Holidays are a time of fun and relaxation. However, accidents increase due to excitement and carelessness.

Have the students name their favorite recreational activity.

Have the students bring in and display safety items that give protection in different sports, (catcher's mask, mouth guard, life preserver, etc.).

Invite a sports figure to visit the class. As part of his talk have him discuss the various safety precautions needed to protect himself and others.

Have the children list holidays and some of the dangers that might be present due to the use of specific decorations or activities.
Include:
- Independence Day - fireworks
- Christmas or Hanukkah - candles
- Halloween - costumes, trick or treating

BUS DRILL: As a matter of policy, teachers will be asked to participate in the bus safety program each year on each grade level.

Bolian, Polly
Safety.

Filmstrips
FS 1325 The reckless bike. With cassette.
FS 1327 The forbidden plane. With cassette.

FS 621 Safety on the bicycle.

FIRST AID

CONCEPT: TO HAVE STUDENTS UNDERSTAND THE BASIC FIRST AID PROCEDURES THAT THEY ARE CAPABLE OF PERFORMING.

Discussion Highlights	Activities	Resources
First Aid is non-professional treatment given to the victim after an injury or accident.	Ask the nurse-teacher to visit the class, and after discussion and demonstration, provide an opportunity for the students to practice First Aid treatment.'	American Red Cross First aid textbook.
Often, First Aid is the only treatment needed for minor injuries, such as small cuts, abrasions, etc....		
Serious injuries such as broken bones need immediate attention and care until medical attention is provided.	Set up role-playing situations to show what to do about suspected broken bones. Discuss whether the injured person should be moved.	

FIRST AID
KIT

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Wise, William. Fresh as a daisy, neat as a pin: the clean book. Parents, 1970.
Zim, Herbert. Our senses and how they work. Morrow, 1956.

TEACHER REFERENCE

American National Red Cross. First aid textbook. Doubleday, 1957.

AUDIO-VISUAL MATERIALS

FILMS

F 436 Drugs - a primary film. Arthur Barr, 1972.

Tin pan fire drill. Available from the Fire Marshall's office of Nassau County.

FILMSTRIPS

FS 394 The story of food. (Arts of civilization series) Curriculum, 1950.

FS 499 Your skin. (Your body series) Curriculum, 1951.

FS 604 Clothes and why we wear them. Britannica, 1957.

FS 621 Safety on the bicycle. Young America Films, 1955.

FS 700 The world of our senses. Heath, 1965.

Our body series. Filmstrip House, 1960.

- FS 1002 Getting acquainted with our bodies.
- FS 1005 Keeping healthy.

FS 1137 Drugs: helpful and harmful. With record/cassette. Los Angeles County Medical Association, 1968.

Discovering your senses series. With records/cassettes. Coronet, 1971.

- FS 1290 Your skin is for feeling.
- FS 1291 Your tongue is for tasting.
- FS 1292 Your nose is for smelling.
- FS 1293 Your senses work together.

Teaching children safety series. With cassettes. Educational Activities, 1967.

- FS 1324 Fire alarm.
- FS 1325 The reckless bike.
- FS 1327 The forbidden plane.

AUDIO-VISUAL MATERIALS (continued)

FS 1332 Faces and places around the world. UNICEF.

FS 1371 Our world today. With record/cassette. (Ecology and you series) Teaching Resources Films, 1972.

FS 1373 Everybody's skin makes everybody kin. Part I Appearance. With cassette.

PICTURES

P 223 Good reading light. (Good health ideas series) Society for Visual Education, 1972.

What we do day by day. National Dairy Council, 1969. Available in all school libraries.
Study print 10.

Discovering our environment series. Coronet, 1971.
P 236-245 Set I What is our environment? With game.
P 246-255 Set II Living things use the environment.